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DIAGNOSTIC EVALUATION OF LECTURER QUALITY IN LEARNING PROCESS AT "NEW PRIVATE HIGHER EDUCATION INSTITUTIONS" IN TANGERANG, INDONESIA

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Abstract

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In higher education, the quality of learning process is very important especially in the early stage of institution establishment. Many of the newly recruited lecturers have only limited experiences on how to conduct a good learning session. This paper provides a diagnostic evaluation of the quality of lectures in a university in Tangerang. The research aims to find empirical evidence of: (1) the tendency of learning quality of lecturer at "new higher education institutions" in Tangerang regency, and (2) the most dominant indicator in determining the lecturers' quality of the learning process at the "new higher education institutions" in Tangerang Regency. The research method use Neuroresearch (qualitative and quantitative). Then, for the data collecting use questionnaire that filled by students for all lesson in semester 2 and use Likert scale model with the data range from 1 to 5. The research found that the lecturer at the "new higher education institutions" in Tangerang Regency tend to have a high quality in the learning process with the significance level at; <0; 05. The main indicator that significantly affect the high quality of the lecturers teaching for two semesters is the factor of broad knowledge of the lecturer. This factor can increase because of the lecturer ability in imparting the university values. The implications of the research: the lecturer can use the feedback on the study to improve their performance at the new higher education institution. The lecturer also should have broad knowledge, ability to communicate well with students, and have a sense of nationality and dedication to Indonesia.

Author keywords

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Diagnostic Evaluation of Lecturer Quality in Learning Process at "New Private Higher Education Institutions" in Tangerang, Indonesia

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In higher education, the quality of learning process is very important especially in the early stage of institution establishment. Many of the newly recruited lecturers have only limited experiences on how to conduct a good learning session. This paper provides a diagnostic evaluation of the quality of lectures in a university in Tangerang. The research aims to find empirical evidence of: (1) the tendency of learning quality of lecturer at "new higher education institutions" in Tangerang regency, and (2) the most dominant indicator in determining the lecturers' quality of the learning process at the "new higher education institutions" in Tangerang Regency. The research method use Neuroresearch (qualitative and quantitative). Then, for the data collecting use questionnaire that filled by students for all lesson in semester 2 and use Likert scale model with the data range from 1 to 5. The research found that the lecturer at the "new higher education institutions" in Tangerang Regency tend to have a high quality in the learning process with the significance level at $\alpha < 0.05$. The main indicator that significantly affect the high quality of the lecturers teaching for two semesters is the factor of broad knowledge of the lecturer. This factor can increase because of the lecturer ability in imparting the university values. The implications of the research: the lecturer can use the feedback on the study to improve their performance at the new higher education institution. The lecturer also should have broad knowledge, ability to communicate well with students, and have a sense of nationality and dedication to Indonesia.

Keywords: Diagnostic Evaluation, Lecturer Quality in the Learning Process, New Higher Education Institution.

1. INTRODUCTION

Education is a conscious and a deliberate effort to create an atmosphere of learning and learning process. The purpose is to make the learners are actively developing their potential to have the spiritual strength of religion, self-control, personality, intelligence, noble character, and the needed skills by them, society, nation, and state (Law No. 20 of 2003, Article 1).

Higher education as part of the national education system has a strategic function in national development. Therefore, the higher education institutions need to have quality and among others is the learning process. The quality of the learning process is the important factors in higher education, especially in new private higher education institutions. This research is about a diagnostic evaluation of the lecturer quality in the learning process at the Universities in Tangerang Regency. The research aims to find empirical evidence of:

(1) The tendency of learning quality of lecturer at "new higher education institutions" in Tangerang Regency, and

(2) The most dominant indicator in determining the lecturer quality on the learning process at the "new higher education institutions" in Tangerang Regency.

Thanki[16] stated that the role of higher education in the nation development occurs due to the rise of awareness in which the knowledge and information are supporting the realization of global economic progress. It happens through the graduates who are superior, competent, and certainty that every student has the ability and the motivation in achieving success.[4]

The involvement of higher education institution needs to be manifested in the quality of higher education. The quality of higher education is a benchmark of an organization achievement, especially for a university or higher education institution, with

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no exception of the new higher education institution.[1, 18–20] The improving service quality of higher education lies at the ability to realize the institutional and cultural climate change through the development of decision-making systems, operational, and human resources.[5]

Sanusi[12] stated that the role of the private higher education institution is getting bigger in providing higher education services. It is to support the advancement of government regulations to meet the satisfaction of higher education services. The emergence of several new private universities/higher education also shows that the government and the community are committed realizing the mandate of the Constitution of the Republic of Indonesia in 1945 in educating the nation. This commitment must be accompanied by several strategic stages, both in the provision of facilities and infrastructure, as well as qualified lecturers.

The advantage of this research is expected to give a contribution to the managers of "new higher education institutions" in Tangerang Regency. It is related to the quality of lecturers in the learning process with the purpose to assist the determination of improvement and development program as a way to improve the quality of graduates. Moreover, this study is expected to be useful for the development of higher education science and provide a reference for further research.

2. METHODS

This study uses a quantitative method with Neuroresearch approach. Sasmoko[14] says that Neuroresearch is a combination of qualitative research methods (exploratory through the study of theory) with quantitative (explanatory). The combination of both approaches makes the social science research (including science education) becomes more interesting because it gives an opportunity that the qualitative research is deepened by analyzing indicators of the dependent and independent variables as well as the background category of the research subject (confirmatory research). This kind of research becomes the basis upon which Neuroresearch Method is developed.[13] The stages of this research are as follows:

First, develop the research instrument. The instrument use the questionnaire of Diagnostic Evaluation of Lecturers' quality on the learning process which consists of 12 indicators:

(1) Have a good learning plan,
(2) The discipline of lecturer,
(3) The lecturers' ability in the presentation,
(4) Providing assignment related to the subject matter,
(5) Have the honesty and accuracy of selecting the evaluation method,
(6) Have a good individual relationship with students,
(7) Have a good relationship with the students group,
(8) Establishing a good evaluation process,
(9) Has a broad knowledge,
(10) Imparting the university value,
(11) Enthusiasm in teaching, and
(12) Carefully in conducting the exam process.

Second, set a measurement scale. The measurement use "Likert Scale Model" with scale range from 1 to 5 as an interval scale.

Third, examination of research instrument. It includes:

(a) The content validity with rational judgment,
(b) The construct validity using Orthogonal Iteration approach (rotation) through formula of Product Moment, and

Table I. The tendency of lecturer quality on learning process in the even semester of academic year 2013/2014.

No.	Variabel/ Indicator	Lower–Upper Bound	Description
(1)	Y	4.4565–4.5604	The lecturer tends to have high quality in the learning process, significantly at $\alpha < 0{,}05$
(2)	X_1	4.4067–4.5437	The lecturer tends to have a good lesson plan, significantly at $\alpha < 0{,}05$
(3)	X_2	4.4549–4.5726	The lecturer tends to have high discipline, significantly at $\alpha < 0{,}05$
(4)	X_3	4.3638–4.5096	The lecturer tends to have a good presentation ability, significantly at $\alpha < 0{,}05$
(5)	X_4	4.5496 – 4.6486	The lecturer tends to give assignment related to the lesson, significantly at $\alpha < 0{,}05$
(6)	X_5	4.4275–4.5426	The lecturer tends to have honesty and accuracy in selecting evaluation method, significantly at $\alpha < 0{,}05$.
(7)	X_6	4.5368–4.6419	The lecturer tends to have a good individual relationship with each student, significantly at $\alpha < 0{,}05$
(8)	X_7	4.3759–4.5023	The lecturer tends to have a good relationship with students community, significantly at $\alpha < 0{,}05$
(9)	X_8	4.3123–4.4600	The lecturer tends to be able to build a good evaluation process, significantly at $\alpha < 0{,}05$.
(10)	X_9	4.4638–4.5752	The lecturer tends to have a broad knowledge, significantly at $\alpha < 0{,}05$.
(11)	X_{10}	4.4490–4.5550	The lecturer able to impart the university values, significantly at $\alpha < 0{,}05$
(12)	X_{11}	4.5858–4.6860	The lecturer tends to show the teaching enthusiasm, significantly at $\alpha < 0{,}05$
(13)	X_{12}	4.5659–4.6678	The lecturer tends to be careful/precise in doing test process, significantly at $\alpha < 0{,}05$

(c) Calculating Reliability Index with Cronbach Alpha with the result of rii is 0,9131.

Fourth, conduct diagnostic evaluation. It is in the form of student assessment of all lecturers in all subjects at the end of the even semester of the academic year 2013/2014 and odd semester of 2014/2015 at new private higher education institution in Tangerang Indonesia as a result of purposive sampling.

Fifth, have a test for normality, linearity, hypotheses testing on 1 and 3 with a central tendency, and hypotheses testing on 2 and 4 with regression trees analysis.

3. RESULT

The idea of the paralleled semi-extension rule based.

3.1. The Result of Hypotheses Testing 1

The tendency of lecturer quality on learning process in the even semester of academic year 2013/2014. The analysis with confidence interval approach and the significance level is 0,05. The results are as follows.

The table shows that lecturers of "new higher education institutions" in Tangerang Regency in the even semester of the

Table II. The tendency of lecturer quality on learning process in the odd semester of academic year 2014/2015.

No.	Variabel/ Indicator	Lower–Upper Bound	Description
(1)	Y	4.4066–4.4970	The lecturer tends to have high quality in learning process, significantly at $\alpha < 0{,}05$
(2)	X_1	4.4098–4.5102	The lecturer tends to plan a good lesson, significantly at $\alpha < 0{,}05$
(3)	X_2	4.4071–4.5014	The lecturer tends to have high discipline, significantly at $\alpha < 0{,}05$
(4)	X_3	4.2984–4.4355	The lecturer tends to have a good presentation ability, significantly at $\alpha < 0{,}05$
(5)	X_4	4.4972–4.5870	The lecturer tends to give assignment related with the lesson, significantly at $\alpha < 0{,}05$.
(6)	X_5	4.3820–4.4858	Lecturers tend to have the honesty and accuracy of selecting the evaluation method significantly at $\alpha < 0.05$.
(7)	X_6	4.5304–4.6257	The lecturer tend to have a good individual relationship with each student, significantly at $\alpha < 0{,}05$
(8)	X_7	4.3598–4.4619	The lecturer tends to have a good relationship with the student group significantly at $\alpha < 0.05$.
(9)	X_8	4.1608–4.2767	The lecturer tends to be able to build a good evaluation process, significantly at $\alpha < 0{,}05$.
(10)	X_9	4.4570–4.5636	The lecturer tends to have a broad knowledge, significantly at $\alpha < 0{,}05$.
(11)	X_{10}	4.3338–4.4372	The lecturer able to impart the university values, significantly at $\alpha < 0{,}05$
(12)	X_{11}	4.5016–4.5900	The lecturer tends to show enthusiasm in teaching, significantly at $\alpha < 0.05$.
(13)	X_{12}	4.5327–4.6234	The lecturer tends to be careful in running the test process, significantly at $\alpha < 0.05$.

academic year 2013/2014 is likely to have a high quality in the learning process and with a significance level at $\alpha < 0.05$.

3.2. The Result of Hypotheses Testing 2

An analysis of even semester of academic year 2013/2014 done by Biner Segmentation which called Classification and Regression Trees. The researchers set the Prunning of Depth at 2, Parent at 2, and Child at 1, with significance level $\alpha < 0{,}05$. The results are:

1. "Having a broad knowledge" is the most dominant indicator in shaping the quality of lecturers' learning process at "new higher education institution" in Tangerang Regency in even semester of 2013 with significance level at $\alpha < 0{,}05$.
2. "The lecturer's ability in planning the learning process" and "the ability in imparting the university values" are the indicators which decide the lecturer that "having broad knowledge" with significance level at $\alpha < 0{,}05$.

3.3. The Result of Hypotheses Testing 3

The tendency of lecturer quality on learning process in odd semester of academic year 2014/2015. The analysis with confidence interval approach and the significance level is 0,05. The results are as follows.

The table shows that lecturers of 'new higher education institutions' in Tangerang Regency in the odd semester of the academic year 2014/2015 is likely to have a high quality in the learning process with a significance level at $\alpha < 0.05$.

3.4. The Result of Hypotheses Testing 4

An analysis of odd semester of academic year 2014/2015 was done by Biner Segmentation which called Classification and Regression Trees. The researchers set the Prunning of Depth at 2, Parent at 2, and Child at 1, with significance level $\alpha < 0{,}05$. The results are:

1. "Having a broad knowledge" is the most dominant indicator in shaping the quality of lecturers' learning process at "new higher education institutions" in Tangerang Regency in odd semester of 2014/2015 with significance level at $\alpha < 0{,}05$.
2. "The lecturer ability in building individual relationship toward students" and "the ability in imparting the university values" are the indicator of lecturers who "having broad knowledge" significantly at $\alpha < 0{,}05$.
3. Improvements with 1 (one) program development (treatment) to improve the knowledge of lecturers will only increase 0.08 times from the condition of the quality of lecturers in the learning process. But, if it fixes with 25 priority programs (treatment), then the quality of lecturers in the learning process will be increased by two times from the lecturer's current conditions.

4. DISCUSSION

Based on twelve (12) indicators to examine the quality of lecturers in the learning process, it can be concluded that in general, the lecturers have a good quality. This conclusion is based on an assessment carried out by the students during the two (2) consecutive semesters. The main indicator that significantly affects the high quality of the lecturers teaching for two semesters is the factor of broad knowledge of the lecturer. Niess[8] expressed that the lecturer's knowledge is required in the 21st century. The lecturers are expected to carry the essential experiences required for developing the knowledge, skills, and characters that lecturer need. By collaborating the knowledge and wisdom of experienced through case-based activity, teachers utilized and built up their own teaching-with-technology knowledge and skill.[6]

It was found that the ability of the lecturer in imparting the university values is the deciding factor for increasing the lecturers' knowledge. Other determining or deciding factors from the two semesters look different. In the first deciding factor is a good lesson planning process while the second is the ability of a lecturer in building individual relationships with students. As stated by Dogan and Aydin[3] the individual who submits himself to the organization will give extraordinary effort to the organization's benefit and embraces the objectives, aims and values of the organization.

The evaluation of the learning process is one means to improve the quality and the grade of education through lecturers' quality in implementing the learning process. There are some programs for the lecturer, such as:

(1) Enhancing the professionalism of related disciplines, such as applied approach, manners, the substance of science;
(2) Character building, such as communication skills, emotional quotient, spiritual quotient;
(3) Increasing social competence, such as community service, certification programs;

(4) Improving managerial capabilities, such as leadership training;
(5) Increasing the general knowledge, such as training related with legislation, national standards of education, and others.

The study found interesting result for further research. It is about the capability of lecturers in imparting the university values become the deciding factor for two consecutive semesters. Therefore, the further research is necessary related to the implementation of the basic values of a new university/higher education. This implementation is to support the establishment of the quality of the learning process which will ultimately have an impact on the quality of education.

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